



)

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.(113

فهرس المحتويات

	:	
1		1.1
3		2.1
3		3.1
6		4.1
6		5.1
	:	
13		1.2
101		2.2
103		3.2
120		4.2
	:	
122		1.3
123		2.3

124	3.3
125	4.3
128	5.3
132	6.3
132	7.3
133	8.3
134	9.3
	:
135	1.4
150	2.4
	:
151	1.5
151	1.1.5
160	2.1.5
174	2.5
176	
200	

123		1			
124		2			
125		3			
126	.()	4		
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137)		(8
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141	()	13	
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144	()	17	
145)	()	18
146	()	19	
147	()	20	

147	()	21
148	()	22
149	()	23
150	()	24

98	1
99	2
100	3

200

209

229

2009

(18-12)

(223)

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(200)

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160

:

)

($0.05 \geq \alpha$)

.(

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(

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($0.05 \geq \alpha$)

.(

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(

.(%18)

(%57.5)

.(%0.5)

Abstract

Testing Containment Theory To Explain Deviant Behavior Among Juveniles in Jordanian Upbringing Institutions

Injood Mohamed Al majaly

Mu'tah at university, 2009

This study aims to test containment theory to explain Deviant Behavior Among Juveniles in Jordanian Rehabilitation Upbringing Institutions, the theory was extended by adding the religion variable to inner containment, A random clustered sample was driven from school students consisted of (223) students in Al karak, from ages (12-18) years, a survey was used on the juvenile sample by choosing the whole (200) deviant juvenile in Jordanian Upbringing Institutions, and a questionnaire consisted of three sections was distributed part one, the demographic variables, part two deviance measure which was applied on school population students to classify potential deviant from non-deviant. part three containment theory measure that was used to measure the variables of outer and internal containment, interviewing was used as a tool for collecting data for deviant who don't know to read and write, who range to 160 juvenile delinquent

Result showed a support for the hypotheses of containment theory that children who are exposed to outer and internal containment are less tendency to deviance, the study revealed the following result there were statistically significant differences at internal containments level ($0.05 \geq \alpha$) (good self-concept, self-control, ego strength, super ego, and religion) which is attributed to status variable (deviant- non- deviant) ,

There also were statistically significant differences at outer containments of. ($0.05 \geq \alpha$). (the family, the school, peer group) which is attributed to status variable (deviant- non- deviant), to identify the patterns of crime among juveniles in jordanian Rehabilitation Upbringing Institutions, theft was at the top of juveniles crime (%57.5) followed by disgracing (18%). And the lowest is currency rigging (%0,5). according to the as results of the study, a number of recommendations where formulated

1.1

.(2004)

(Radzinowicz & King, 1977)

.(Chambless &Inciardi, 1971)

Midgley,)

.(Chambless & Inciardi, 1971; 1977

.(2004)

Containment theory

.Reckless

Inner containment

Outer containment

(Clinard &Abbot, 1973)

: **2.1**

)
() (

: **3.1**

.(Clinard &Abbot, 1973)

1966 Downes

1967 Ferracuties Wolfgang

Ohlin Cloward

1964 Weinberg

1967 Dfleurs

1970 Friday

1971 Abbotts

1977 Midgley

.(Irfaifeh, 1990)

Adolescence stage

(Identity crisis)

.(Cote & Davies & Houghton, 1991)

Charles,2002;

Bosma &)

Positive identity

.(Jackson, 1990

Negative identity

.(Rubington & Weinberg, 2002)

.(Roberta, 2007)

.(David, 2006)

: 4.1

:
 (0.05 ≥ α) -1

)

.() (

) -2

) (

.(

-3

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: 5.1

Self – Concept:

(Robert, 1999) (James,1890)

)

(

Self – Control

(Rimm & Masters, 1979)

41 40 39 38) .

(42

Ego - Strength

(Barron,1953)

:

-1

.(Symonds, 1951)

-2

.(Andrew, 2001)

.(Bjorklund , 2000)

-3

:

43 33 32 31 30 29 28 27 26) :

(44

Super - Ego

()

.(David, 2007)

:

(37 36 35 34)

Religion Role

.(Brodd, 2003)

:

.(74 73 72 71 70 69 68 67 66) :

The family Role

:

Wright & Wright,)

.(1994

:

48 47 46 45) :

(51 50 49

Peer group Role

.(Siegler, 2006)

:

:

(61 60 59 58 57 56 55 54 53 52)

School Role

:

:(Cotterrell, 1999)

.(65 64 63 62) :

Juvenile delinquency

(Tarolla,Wagner, Rabinowitz, & Tubman, 2002)

.(Senna & Siegel, 1995)

(Durkheim, 1897-1951)

Consensus

View

Social Solidarity

.Collective Consciousness

Individual Goals

Contractual

)
Anomie

(Akers, 1994 .p41)

.(Irfaifeh, 1990

1962

1962

1987/1968

1968 24

.1

(18 -12)

: .2

.3

.(2009 / 2008)

.(Eadie & Morley, 2003 p.553)

.(Brown, 1998 p.109)

(Walklate, 2003. p 35)

Juvenile delinquency as an idioms :

)

(

.(2006)

.(Bartollas, 1985)

Juvenile delinquency as an action term:

(18-12)

2009\2\22

):

(

Wagner,)) :

(

.(2005

Psychoanalytic theories

Engler,) ()

.(2003

Humanistic theories

Rogers

.(Ryckman, 2004)

) Behaviorist theories

(

cognitive theories

.(Mischel, 1993)

() Social

Bandura,

.(1977)

Biopsychological theories

(Kohlberg, 1976; Piaget, 1962)

(Akers, 1994; Hagan, 1990;

Siegel, 1992)

Micro

Giddens et)

Macro

.(al, 2007

Positive explanations

.(Sanderson, 1995)

Social

structure theories

Macro level

Social process theories

Social control Theories

.(Deflem, 2006)

Containment theory

1800

(1866 – 1944) Gustav

(1835 – 1918) Henry

Piaget

(1807 – 1881) Ray

Kohlberg

Winterdyk, 2000, pp. 185-) Moral insanity

.(203

Inkeles

: Sociological analysis

Social-structural (1)

Psychological theories (2)

Functioning of the social system (3)

.(Gibbons,1979, pp. 212-214)

)

.(Daly & Wilson, 1997)

1935 Aichom

Psychological predisposition

Latent delinquents

Personal needs

.(Birkbeck & Clevenger, 1996)

Instinctive urges

.(Siegel, 1992)

()

(Reiss, 1951; Nye,1958; Reckless, 1961; Reckless & Dinitz, 1967)

(Hirschi, 1969)

(Friday & Hag, 1976; Toby, 1957)

()

.(Siegel, 2003)

(Reiss, 1951; Toby, 1957; :

Nye, 1958; Reckless, 1961; Reckless &Dinitz, 1967; Briar & Piliavin, 1965)

(Reiss, 1951)

:

)

(

:

Internal or Personal Controls

Super-ego

Ego

External controls

:

Legal	Formal control	-1
		.system
	Informal control	-2

(Nye, 1958)

:

	Direct control	-1
	Indirect control	-2
	Internal control	-3

(Toby, 1957)

Gangs Commitment

(Briar & Piliavin, 1965)

1961 Containment Theories
1967

1961

Rational social expectations

1967

(1) :

Inner Pushes

External insulators

Outer containment

-2

Adequate discipline

Social Expectations

Supervision

()

(Gibbons,1979; Katherine, 2004).

(Tangri & Schwartz, 1967)

Self – Concept

.(1994)

(Hattie, 1992)

:

Material self

-1

Social self -2

Spiritual self -3

(Robert, 1999) (James, 1890)

1951 Rogers

Strives for consistency

Experiences

Threats

Self-structure

(Boeree, 1998; Parlikar, 1972)

1955 Cohen

1951 Lemert

(Levy, 1997)

1961

.(Gibbons,1979 ,pp 116-117)

Cohen Reckless

. Brownfield & Thompson,

Negative self-evaluation

(2005)

Purkey)

.(& Schmidt, 1987

(Fleming & Courtney,1984)

(Identity crisis)

Reassessment

.(Markus & Nurius,1986)

(Jourard, 1974)

(Symonds, 1951)

Reacts to himself

:

Various actions

(1999)

(Shavelson & Bolus, 1982)

Self-

(Baldwin & Hoffmann, 2002)

Self-Perception

evaluation

(Harter, 1999)

) :

Enam,)

.(

.(2006

.(Gibbons, 1979, pp. 116-117)

Positive - self

Tarrant & Hewitt,

concept

.(Cheng& Furnham, 2004)

.(2006)

Negative self-Concept

.(Andrews & Duncan, 1997) Malnutrition

.(Maag & Kotlash, 1994)

.(Smith & Mackie, 2000)

Psychological Explanations

1933 Freud

)

Ego (

1964 Jung

.Self-actualization

1956 Adler

Creative Self- Concept

1945 Horney

1953 Sullivan

.(Davies & Houghton, 1991)

Identity 1968 Erikson

Positive role models

Identity formation

Values
Self-determined
Identity diffusion

(Cote & Levine, 2002)

Sociological Explanations

Self Looking- Glass

1900

Cooley

()

:

(1)

(2)

(3)

(Kornblum, 1997)

Symbolic Interactionist

(Mead,1962)

Theory

Social

interactions

:

Preparatory Stage (1)

Play Stage (2)

Game Stage (3)

View points Attitudes

Negative/Deviant (Katz, 1988)

Self Images

Gang Violence

Gang Desired impression

violence erupts

(Mouly, 1973)

(Wang, 2007) 1999 Marsh

Intra-individual comparisons (1) :

(2)

Social comparisons

External frame of reference

(Marsh et al, 2000)

Competitive system and self-concept

Academic self-concept

Labeling behaviors

1963 Becker

(Krueger & Trussoni, 2005)

Stigma

(Wright,

.Gronfein & Owens, 2000)

(Schur, 1971; Bruce et al, 1989)

)

(

McAdams,)

:

(1986

Instinctive

Learned

-

Organized

-

Basic perceptions

Lowers

. Raises evaluations

evaluations

Dynamic

-

Healthy personality

Physical comfort

Marsh)

.Anxiety

(,Byrne& Shavelson, 1988

:

Actual

) Perceived self – Concept

-1

(Self-concept

Real perception

Social self – Concept

-2

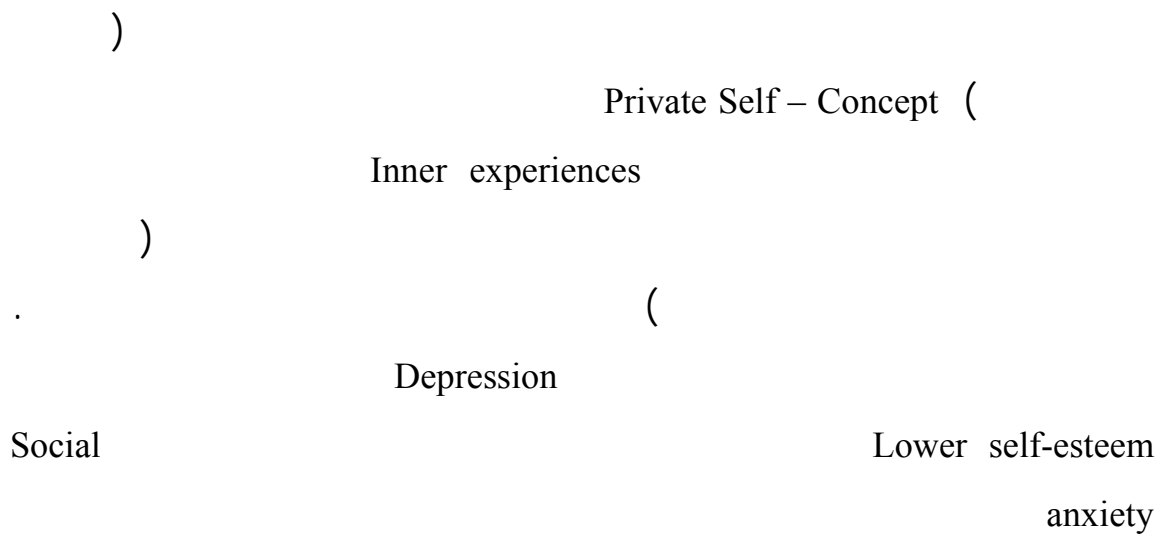
.()

Ideal self – Concept

-3

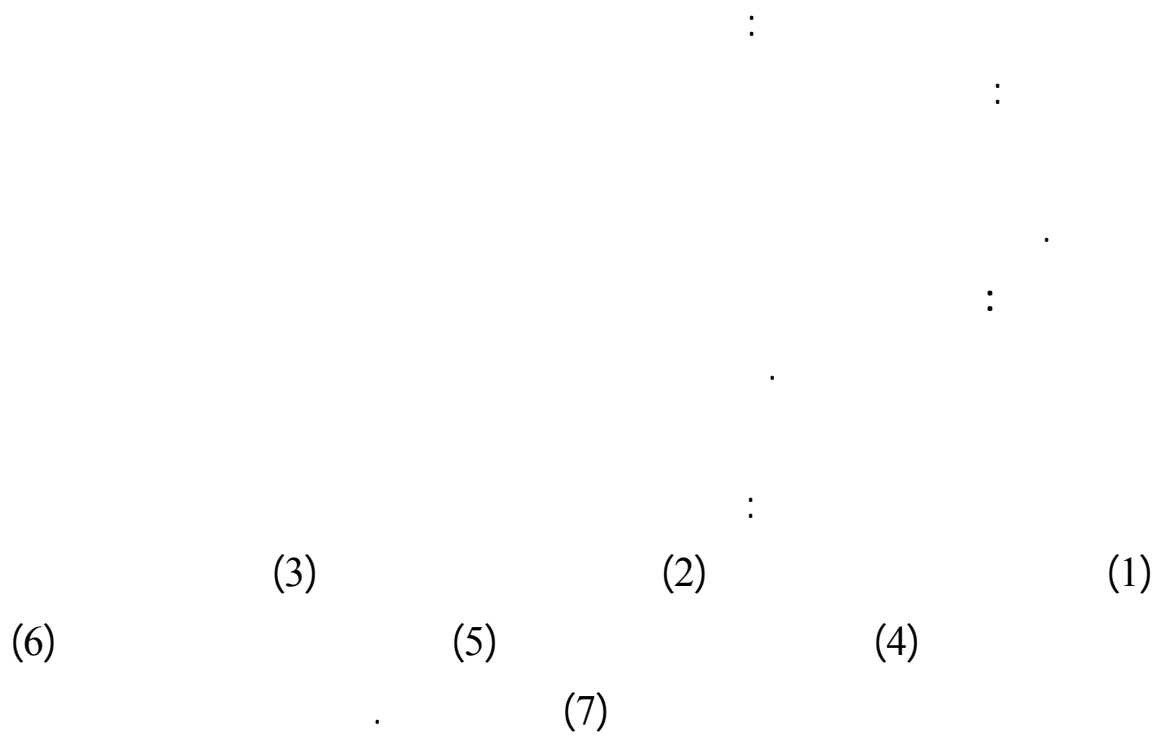
()

.(1977)



.(Trapnell & Campbell, 1999)

(Calhoun & Acoceun, 1990)



:

:

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:

:

:

:

(McAdam, 1986)

(1988)

1957 Matza Sykes

(Watel, 2003, pp. 21-42)

Ego – Strength and Developed Super – Ego

()

Ego

Inner - personal strength

.(Hall ,1999) Infantile defense

Control or Containment theory

Individual Differences

Super-ego

Ego

Control function

Direct

Direct training

modeling

(Andrews &)

Neglect

Abuse

.Bonta , 2006

Id

() Ego

.Pleasure- Principle

Reality- Principle

Executor of the personality

.(Ratner ,1994)

1927

.(Blanck & Blanck, 1974)

Spontaneous striving 1956 Adler

Life

Allport . style

Self - Esteem

.Self-Identity

Center of 1964 Jung

personality

Self-Perception :

.(Drake, 1990)

Jung (Symonds,1951)

External

.Internal Demands Realities

() Super- Ego

Moral standards Internalized- Values

Unconscious Norms

.(Davies& Houghton, 1991)

Conscience (1) :
Ego – ideal (2) Criticism
Ideal Self – Image

Engler,)

: (2003
-3 -2 -1

.Defence- Mechanisms

.(Wagner, 2005)

.(2005)

		:	
	Reality- Anxiety	(1)	
Unconscious	Neurotic- Anxiety	(2)	fear
	Moral Anxiety	(3)	

Repression

.(Davies & Houghton, 1991)

:

Fantasy -1

Projection -2

Hypochondriasis -3

Passive -Aggression -4

Acting -Out -5

Idealization -6

.(Vaillant,1992)

(Barron,1953)

ID

(Andrew, 2001)

(Reiss, 1951)

(Goldstein, 1984)

Environment

Innate Ego functions

Maturation

) :

Socioeconomic Conditions

.Social institutions

(Bjorklund, 2000)

Self- Self-esteem Self-efficacy :

Self-soothing Self-control observation

Interpersonal competence

1958 Hartmann

stressful conditions

.(Drake, 1990) Adapt under

(Volksdorf,1969)

:

-2 -1

(Symonds, 1951)

:

	-1
	-2
	-3
	-4
	-5
Self – esteem	-6
(Hall, 1999)	
Acceptance	-1
Adjusting Expectancies	-3
Stepping into Our Power Zone	-4
personal powers	
Flexibility	-4
.Personal flexibility	
Optimistic	-5

Self – Control

High self-control

Low self-control

.(Hirschi & Gottfredson, 2005 ; Alex & Jeff, 2007)

Rotter)

Internal- Control

(1954

External- control

Van et

.(al,1988)

.(Vohs et al, 2008)

Self - regulation

Impulse - control

Poor - Impulse

Will power

"Weak - Ego boundaries"

control

Id

Super- ego

Ego

Self - Regulation

Antisocial Personality Disorder

.(Pierce & Cheney, 2004)

.(Williams et al, 1994)

.(June et al, 2008)

Behavioral perspective

Subsequent behavior

.(David & Carl, 2004 p375)

.(1993)

(1997)

(Gottfredson & Hirschi, 1990)

(Wilson, 1980)

(Constance, 2005)

(Andrews & Bonta, 2006)

: Psychological Maturity

-1

-2

-3

:

-1

-2

(Hirschi & Gottfredson, 1995)

:

Risk

Long-term commitment

(Richard, 2006)

Low frustration tolerance

(Kentaro, 2008)

Mental construction -level

High-level Mental construction

Greater self-control

Low -level

Mental construction

(Walsh, 2008)

:
 .Cognitive (3) Social learning (2) Behavioral
 Social learning perspective
 . Cognitive component
 Model 1986 Bandura
 Self-
 1986 GaelickTs Kanfer management model

:
Self – monitoring Stage -1

Self-awareness
)
 External states (.
 High self-monitors
 Low Self- monitors
 .
Self – evaluation stage: -2

()

John & Hidenori, 2003, P.)

(230

Self- reinforcement Stage

-3

Cognitive perspective

Control role

Therapy model

Self-instructional training

Self-

control strategy

Self-guiding statements

-Thinking - Stop -

Relax

Recognize

:

(2) Prepare for provocation (1)

Coping with arousal and (3) Confront the provocation

Self-evaluation (4) distress

.(Robin & Karen, 2006)

(Rosenbaum, 1993)

:

Redressive :

Reformative :

Experiential self-Control :

Religion

''

''

''

''

.(8 7 6 :) ''

"

(2 :) "

.(1985)

(36 2000)

.(1995)

.(1997)

.(2006)

Academic revival

Social phenomena

.(Kevin, William & Kivisto, 2003)

.(Agnew, 2000)

(Brodd, 2003)

.

()

.

()

Marx Social roles
()

Weber

Social

.(Kevin,William&Kivisto,2003) Religious factors deviance

Durkheim

:

Disciplinary -1

Cohesive -2

Vitalizing -3

Euphoric -4

.(Pickering,1984)

)
1968 Erikson

(

1950 Allport
Immature Mature religion religion

1937 Adler

1980 Fromm

1961 Jung

. (Batson, Schoenrade & Ventis, 1993)

Fritz Attribution theory

Heider

.(Woolfolk, 2007)

.(Haber et al, 2007)

Fowler

Primal -" faith

:0

-1

Abuse

Neglect

Hurt

Safe

Warm

Intuitive-Projective"	:	-2
.Projective		faith
Mythic-Literal" faith	:	-3
.		
Synthetic-	:	-4
Conformity		Conventional" faith

Unconscious

Social- Pressure

Social rejection

Peer pressure

.(Aronson et al, 2007) Social norms

(Stark, Kent & Daniel, 1982)

Faith "Individuative-Reflective" : -5

Conjunctive" faith : -6

Paradox (Mid-life crisis)

Symbols of inherited

Universalizing" faith : -7

.(Fowler & Harper, 1981)

()

.(Agnew, 2000)

The family

.(Frank & Amie, 1999)

.(1998)

Foundation

(Wright & Wright,1994)

of human society

Hill

)

(

.(Cheal, 1991, pp . 65-69)

(Roberts et al, 1990)

(1)

Property rights

.Obligations

:

Effective communications

Positive parenting

Beliefs system

Family Extended

Nuclear family

.(James, 1989)

.(Williams et al, 2005)

Global culture

globalization

Positive effects

Negative

Sociocultural institutions

Spiritual

Material culture

Traditional values

culture

Traditionalism

Freedom

Self-Esteem

Modernity

Self-Autonomy

Self-Worth

Extra-marital

Independence

Autonomy

Social problems

Child-abuse

Family disintegration

Gangs

.(Nobutaka, 1997)

(Immarigeon, 1996)

Nye

.(Sanderson,1995 , pp. 57)

.(Prochnow & James, 1997)

. (Hagan & Foster, 2001)

.(Clifford, 2003)

. (Bogenschneider, Small & Riley, 1990 ; Walter &Robert, 2005)

:

: Reproduction -1

Care and Nurturance of Children : -2

Reiss

: Meeting Economic Needs -3

: Intergenerational and kin Support -4

. : Regulation of sexual Behavior -5

. : Social- placment -6

(Kammeyer et al,1990, pp . 375-377)

: Socialization - 7

.(Williams et al, 2005)

.(Schneider & Bryne, 1985)

.(Elwell, 2003)

.(Nye, 1958)

.(2002)

.(Thomas, 1983)

.(2002)

.(2004)

.(2002 ; 2003)

Social

Laprer

Control through Social Pressure

.(209 1996)

Durkheim

Primary Socialization

Secondary

socialization

Developmental Socialization

Anticipatory socialization

Resocialization

.(Schneider & Bryne, 1985)

(Derzon & Lipsey, 2000; Hirschi, 1969;

Wasserman & Seracini, 2001; West & Farrington, 1973. Thornberry,1987)

(Agnew, 2000)

)

Family

(Anne, 1997)

dysfunction

Early Intervention

Preventive education

.(1974)

.(1998)

.(1984)

.(Debord ,Martin & Mallilo, 1996)

-1

-2

-3

-4

.(Agnew, 2000)

The school :

(2006)

Safe environment

.(Gottfredson & Gottfredson,2001)
Social (Hirschi, 1969)
Control theory
.Misbehaviour
Suzanne et al,) Academic achievement
.(1996
.(Lyda & Harke, 2006)
(Mortimore et al, 1988)
Disciplinary - Action
.(2006)
.(2003)
Social Solidarity

Miniature society

Expectations outside world

. Reinforce social solidarity (1)

Learning (2)

Fulfill Social roles

. roles

Pledging allegiance (3)

.(Cotterrell, 1999)

Association

.(Jean, 1993)

(Cohen, 1957)

School values Reject

. (1988)

.(David, 2006)

(Able & Ruby, 1965)

Reference group

.(Sanderson, 1995)

.(2004)

:

-1

-2

-3

-4

.(Agnew, 2000 pp. 158-160)

Peer group

Social characteristics

Socialization

(Siegler, 2006)

.(2002)

.(Schaeter & Lamm,1995)

.(1979)

:

Acceptance -1
(Parker & Mutual respect
.Asher, 1993)
Self-esteem -2
.(Azmitia, 2002) Psychological adjustment
.(Siegler, 2006) Social and emotional development
Sullivan Piaget
(Siegler, 2006)
Social competence -3
Social skills
.(Newcomb & Bagwell, 1995)
(2002)
.(2003)
.(2007)

(1982)

.(1977)

-4

.(Bolger & Kupersmidt, 1998)

.(Newcomb & Pattee, 1993) Aggressive behavior

.(Woodward & Fergusson, 2000) Low academic achievement

.(Parker et al, 1995) Depression Loneliness

.(Brownfield & Thompson, 1991) Peer pressure Peer influence

Situation to situation

Teenagers

Children

Independent

.(Siegler, 2006) Negative peer pressure

:

(1)

.

(2)

.

(3)

.

(4)

.(Auer & Alley ,2003)

Social learning perspective

Model (Bandura, 1977)

Differential Association

.(Sanderson,1995 ;Siegel, 2003)

Conduct norms

Reference Group

(Hagan,1990, p. 45)

Life-

Normative influence

style

.(Dawson& Chatman, 2001)

(Short & Strodbeck, 1965)

16

(Elliott &

Ageton, 1985)

(Agnew, 1991)

(Cashwell & Nicholas,

.1996)

Central role

Experimentation

.(Siegler, 2006)

)

(

.(

)

.(2004)

:

(Freud, :

1933 ; Horney, 1945 ; Sullivan , 1953 ; Adler, 1956; Jung, 1964 ; Fromm,
1968 ; Erikson, 1968)

(1933-1856)

(Akers, 1994 ; Siegel, 1992 ; Sykes & Francis, 1992).

(Ego)

Super- Ego

Yochelson & Samenow, 1976, pp. 80 - 81 ; Toch,)

.(1979, pp. 172

Id

Id

:

-1

-2

-3

Aichorn

Holman & Quinn, 1992, pp. 106)

.(- 107

1945 Horney

Negative- Experiences
Neurosis

Neurotic needs

-2

Basic anxiety

-1

:

Moving Toward People

-1

Moving Against People -2

Moving Away From People -3

.(Paris, 2000; Robert,1998)

1953 Sullivan

Interpersonal interactions

:

(1)

Need for security (2)

Interpersonal security

(Danamism)

Low self -Esteem

Hate Danamism

.(Robert, 1998)

1956 Adler

Goal

Inferiority -Complex

Superiority- Complex

Compensation

)

. Feel powerful
 : Psychological types
 Ruling type -1
 Striving –Strength

.Suicides
 Leaning type -2
 Dependent

Phobias Neurotic symptoms
 .Hysteria General anxiety
 Avoiding type -3

.psychotic
 Socially useful type -4

Healthy person

.(Siegel, 2003; Robert, 1998)

Collective - Unconscious 1964 Jung

Introversion Extroversion

Inner – world

Jung

Outer -world

:

	Sensing	-1
Irrational functions		
	Thinking	-2
	Logically	
	Intuiting	-3
	Irrational	
	Feeling	-4

.(Davies & Houghton, 1991 , pp. 248- 251)

1968 Fromme

Freedom

:

Authoritarianism

- -1

:

(Masochism)

.(Sadism)

Destructiveness

-2

Terrorism

Self-

Suicide

Destructiveness

Automaton-Conformity

-3

Asocial chameleon

.

:

Receptive orientation

(1)

()

.

Exploitative orientation (2)

Robbery

Hoarding orientation (3)

Marketing orientation (4)

Productive orientation (5)

(Robert , 1998)

1968 Erikson

Ego identity

(Identity crisis)

Social roles

Anomie

Identity vs. Role Confusion

:

Identity achievement (1)

Identity foreclosure (2)

Identity moratorium (3)

Identity diffusion (4)

(Cote & Charles, 2002)

Behavioral school

(Skinner, 1953; Pavlov, 1963)

(Verbal praise)

Negative- Reinforcement
punishment -

Positive- Reinforcement

Negative punishment

Positive

Free

Deterministic

.(Winterdyk, 2000, pp. 200 - 203.) will

1963 Pavlov

Classical- Conditioning

:

Automatic behavior (1)

Unconditional stimulus

(2)

)

Association

Neutral stimulus

Conditional stimulus

Unconditional stimulus

Conditional stimulus

.(Boeree, 1998)

Eysenck

Eysenck & Gudjonsson,)

.(1989

Social

(Tard, 1843- 1904)

cognitive theories

:

Observation

Reinforcement

Imitation

1954 Rotter

Environmental motivations

(Bandura, 1977)

1941 Miller Dollard

(Observational Learning)

Modeling

-1

Response Stimulation

-2

The Cognitive Structure

.()

-3

.(Glanz et al, 2002)

1964 Eysenck

t Disciplinary action

:

Neuroticism Extraversion Psychoticism :

:

Sociable : Extraversion (1)

Risks Excitement

(Sublimation)

(Redirecting)

Davies &)

.(Houghton, 1991

Retiring Quiet Introversion (2)

Serious

Anxiousness Instability Neuroticism (3)

Low self-esteem n

Shy

Irrationality

Tensile

.Moody

Eysenck Psychoticism (4)

Coldness

Antisocial

Impulsivity

Ego-centricity

behaviour

Peaceful

Unselfish

Sympathetic

Eysenck & Gudjonsson,)

.(1989, pp. 43 – 45

Cognitive Theories

(Kohlberg, 1976)

:

	Preconventional level	-
		:
		.1
Self-interest		.2
		driven
	Conventional level	-
		:
		.1
	Approval or disapproval	
Authority and		.2
	social order obedience driven	
	Social conventional	

Postconventional level -

Social contract driven .1 Society view

Universal ethical .2 principles driven

.(Kohlberg , 1976 ; Cole & Cole , 1993)

: 1980 Piaget
Sensorimotor: (1)

(7-2) Sensory experiences
Preoperational (2)
Words Symbols

(12-7) Concrete operational (3)

Logical thinking

Seriation)

Formal operational (4)

20 -12

.Logical manners

.Guesses

Moral development

More abstractly

Social interaction

(Winterdyk, 2000, pp. 195 –

(197

Frustration/Aggression Model

1939 Dollard

:

(1)

-2

-3

Differential

(Sutherland, 1978)

:

association

(1)

(2)

(3)

Impersonal

(4)

(5)

(6)

(7)

(8)

(9)

Differential

(Akers, 1985)

reinforcement

Positive or negative consequences

Positive

Negative

reinforcement

reinforcement

Positive

punishment

Negative punishment

Discrimination

Similar stimuli

Social control systems

.(Akers, 1994 ; Jeffery, 1990 ; Siegel,1992)

Sykes

Neutralization theory

1957

Matza

(Wattel, 2003 , pp. 21-42)
Social Exchange Theories

Rationalization

.(Miller, 2005)

Homans,

(1961)

(Blau, 1964)

Social control Theories

Social Bonds Theories

Conventional

institutions

(Siegel, 1992 p. 232)

:

(Reiss,1951; Toby,1957 ; Nye, 1958 ; Reckless,1961; Reckless & dinitz, 1967; Briar & Piliavin, 1965; Hirschi,1969; Gibbs,1989 ; Gottfredson & Hirschi,1990; Tittle,1995).

(Reiss,1951)

:

Internal or personal controls -1

Weak- Ego

External controls -2

Formal control -

Informal control -

(Nye, 1958)

Direct control -1

Indirect control -2

Internal control -3

(Toby, 1957)

(Briar & Piliavin, 1965)

(Hirschi, 1969)

:

Attachment -1

(Sanderson, 1995)

(Gibbon, 1979)

Commitment -2

Involvement -3

Belief. -4

Conventional morality

(Frank & Amie, 1999)

Self -

(Gottfredson & Hirschi, 1990) control

:

(2) Lack of self-control

(1)

:

-3

-2

-1

-5

-4

.

-

Opportunity

.(Katherine, 2004)

:

.

:

(1)

.

:

(2)

· : (3)

.(Walsh,2008)

(Gibbs, 1989)

Homicide Crime

Social control failure

Expectations

.Norms

(Tittle, 1995)

(Control-)

deficit

(Control-surplus)

Control ratio

Alex &)

(Katherine, 2004) 1989 Roshier (Hickman, 2006

:

Affection (1)

Status (2)

Stimulation (3)

Autonomy (4)

Self- expressions

Security (5)

Status Money (6)

Belief (7)

Social integration theory

Social process

(Glazer,1978; Weis, 1981; :

Elliott & Ageton,1985)

(Glazer, 1978)

Classical/deterrence theory

:

-1

-2

-3

(Elliott & Ageton, 1985)

Socially disorganized

(Weis, 1981)

Social structure

Socioeconomic status

Parental rejection

)

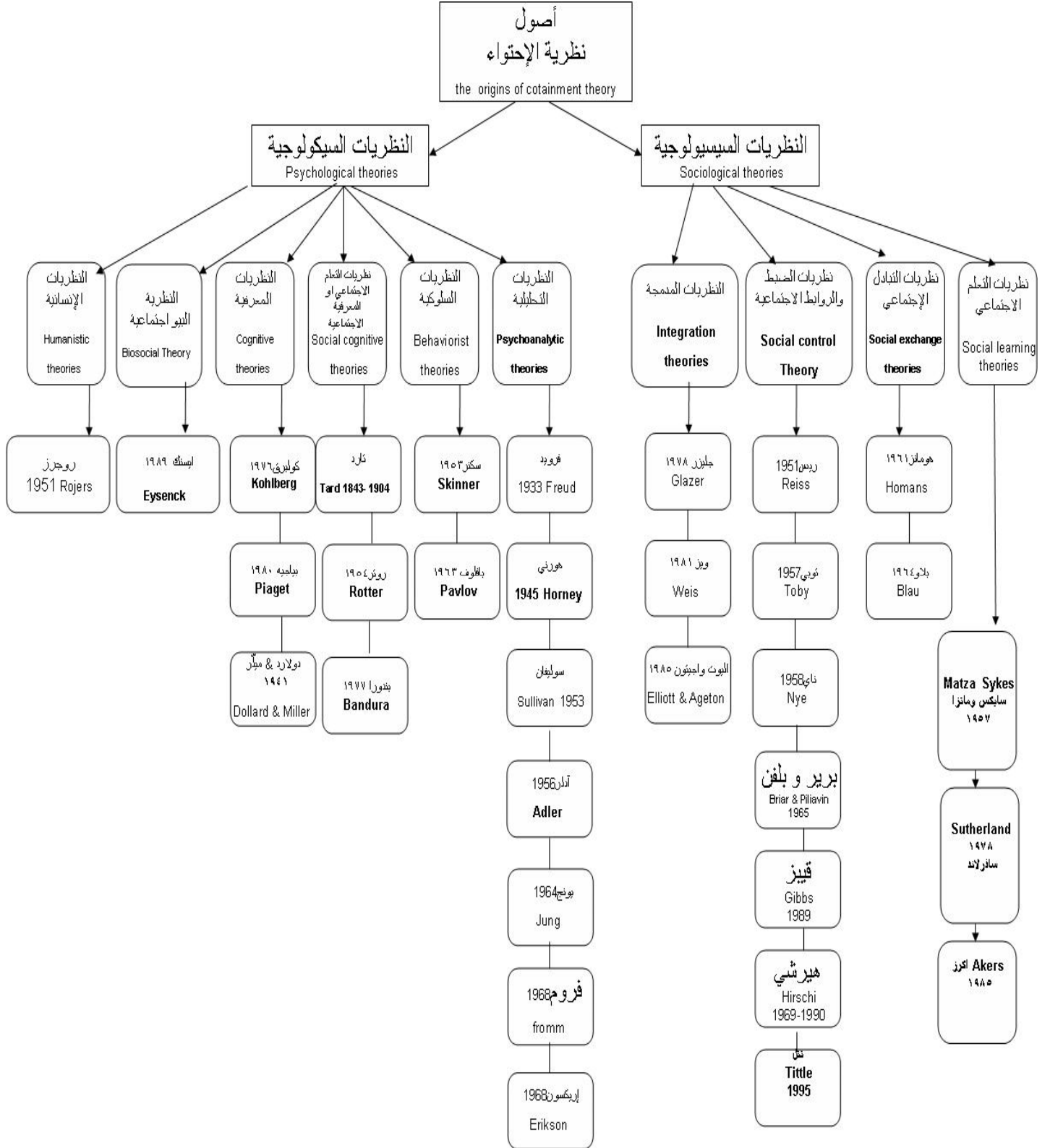
(
)

(
)

(

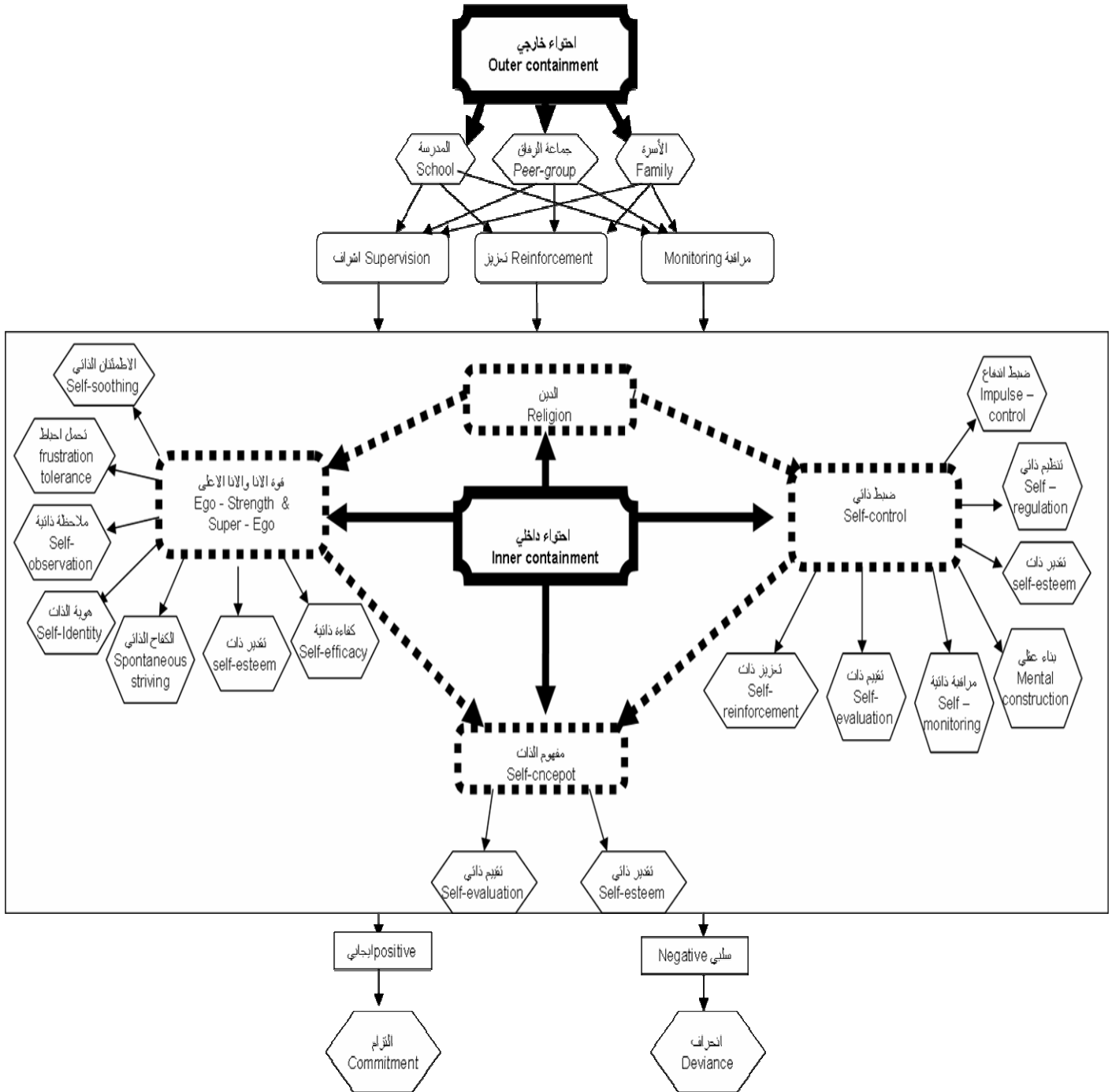
(1)

(1)

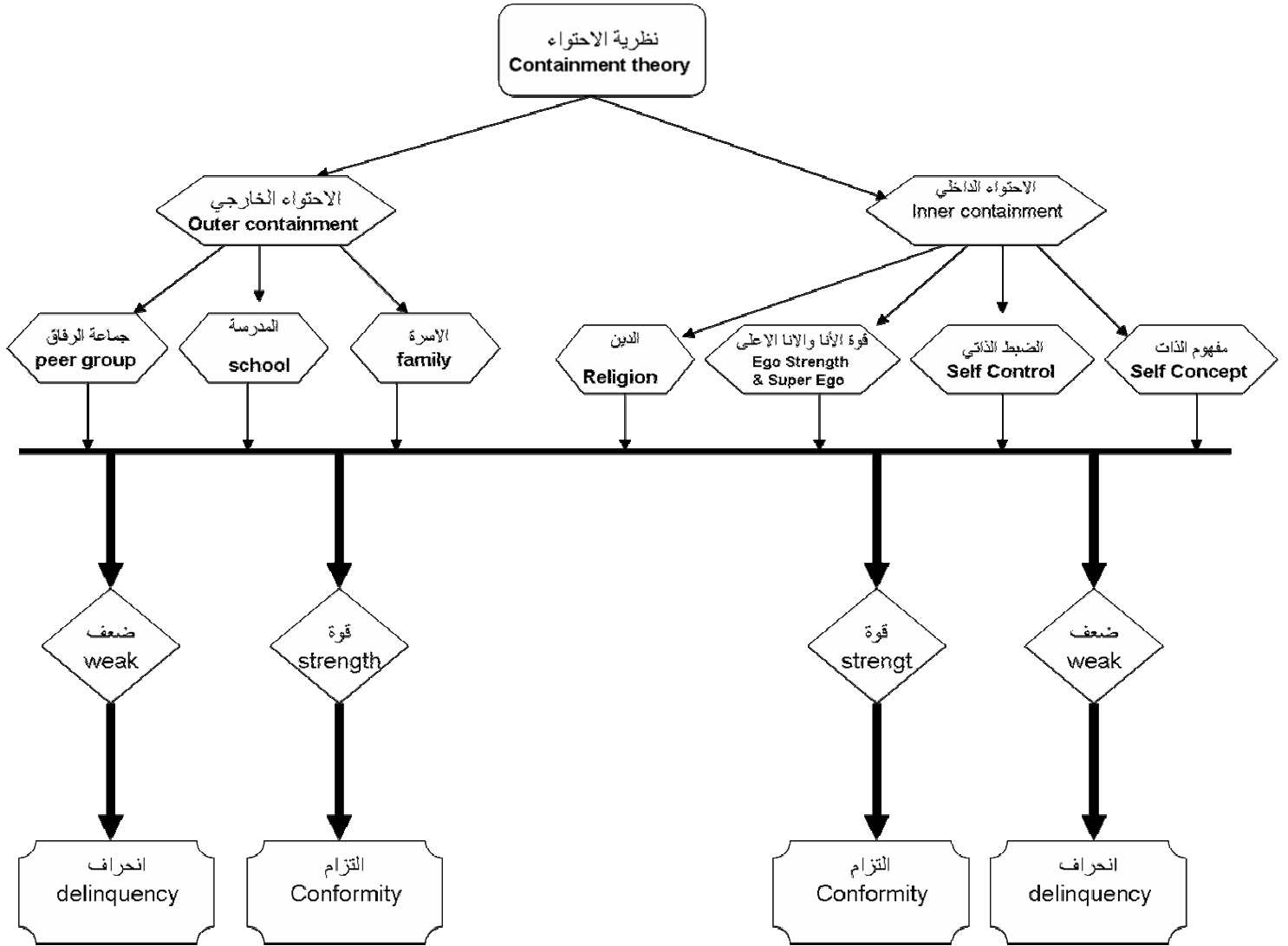


(2)

تفاعل متغيرات الإحتواء الداخلي والخارجي



(3)



(Thao, Monfared & Gary, 2005; Brownfield & Thompson, 2005 ; Evita & Ronald, 2002; Dodder& Long, 1989; Lawrence, 1985; Thompson & Dodder, 1980; Reckless & dinitz, 1967; Lyndon& Johnson, 1960)
(Thao, Monfared & Gary, 2005)

Brownfield & Thompson,)

(2005

543

(15 -12)

.Social self – concept

(Evita & Ronald, 2002)

(19-13)

155

Tennessee Self Concept Scal

(Dodder & Long, 1989)

677

Race

(Lawrence, 1985)

755

(Thompson & Dodder, 1980)

Gibbons,) (Reckless & dinitz, 1967)

.(Harwin, 2009; 1979

) (Lyndon & Johnson, 1960)

.(Office of Head Start, 2007

(Office of Head Start)

3.2

(2003) (2003) (2006) (2007)
(1971) (1981) (1989) (1996)
(2007)

(2006)
203

(2003)

()

(2003)

(1996)

(1989)

129

139

(1981)

18-12

240

(1971)

)

.(18-15)

(

;

(Wesley, 2009; Cheung & Cheung, 2008; Alexander & Rudi, 2008; Ezinga et al, 2008; Burt et al, 2008; Nicol & Yet, 2007; Carroll et al, 2007; Higgins, 2006; Meadow et al, 2006; Rebecca, 2006; Alex & Chris & Stephen, 2006; Stafford & Rodrigues, 2006; Brent & Sandra & Kelly, 2006; Kirk, David &

Kirk, 2006 ; Brent, 2005; Janson& Stattin, 2003; Bendab & Corwynr, 1997;
Evans et al, 1996; Ling, 1995; Robert et al, 1991; Gottfredson & Hirschi,
1990; Stark, Kent & Doyle, 1982)

(Wesley, 2009)

Social control

Differential association

theories

Greatest predictor

(Cheung & Cheung, 2008)

1015

Self-control theory

(Alexander &Rudi, 2008)

3764

Direct effects

Indirect effects

(Ezinga et al, 2008)

-12)

800

(13

(Burt et al, 2008)

750

:

(Nicol & Yet, 2007)

-14)

552

463

(19

(Carroll et al, 2007)

(1327)

612

715

Multidimensional self-

concept

(Higgins, 2006)

Using a national

probability sample

(Meadow et al, 2006)

135

425

(Rebecca, 2006)

Parental support

Low self-control

(Alex, Chris & Stephen, 2006)

241

2006)

(Stafford & Rodrigues,

Religious and

private schools
Preventive effects
Brent & Sandra &)
(Kelly, 2006
3551
David& Kirk, 2006)
(Kirk,
600 Interviews
Public school
(Brent, 2005)
3335
(Janson& Stattin, 2003)
The 122
Rorschach measures
(Bendab & Corwynr, 1997)
724

	(Evans et al, 1996)			
Self-report	(12-10)			263
	(Ling, 1995)			
	261	318	579	
	(Robert et al, 1991)			
The Tennessee	243			Self Concept Scale
				Low self - esteem
(Gottfredson & Hirschi, 1990)				

(Stark, Kent & Doyle, 1982)

87

16

) (2007)

) (1996) (2003) (2003) (2006

: .(1971) (1989

(Wesley, 2009; Cheung & Cheung, 2008; Alexander & Rudi, 2008; Ezinga et al, 2008 ; Nicol & Yet, 2007; Carroll et al, 2007; Higgins, 2006; Meadow et al, 2006; Rebecca, 2006 ; Alex & Chris & Stephen, 2006; Stafford & Rodrigues, 2006 ; Kirk , David & Kirk, 2006 ; Brent, 2005; Janson & Stattin, 2003 ; Bendab & Corwynr, 1997 ; Evans et al, 1996; Ling, 1995 ; Robert et al, 1991 ; Gottfredson & Hirschi, 1990 ; Stark, Kent & Doyle, 1982)

(2006) :

(2001) (2003) (2004) (2004)
(1991) (1997) (1999)
(2006)

168

(2004)

(2004)

100 100 200

(2003)

300

(2001)

Interview

Case study

Purposive

Non participation observe

750

(1999)

()

(1997)

(1991)

:

(Ellonen, 2008 ; Hoeve et al, 2007; Dembo et al ,2007; Cheung & Ngai, 2007; Sarar et al, 2006; David, 2006; David et al, 2006; Doggett, 2004; Demuth & Brown, 2004; Constance, Kurt & Les, 2004; Thaxton & Agnew, 2004; McCluskey &Tovar, 2003; Acosta, 2003; Juby & Farrington, 2004; David et al, 2001; Vitaro et al, 2000; Blanc et al, 1998; Maggs & Hurrelmann, 1998; Brent & Whiteside, 1994; Rosenbaum &James, 1990; Morash, 1986

(Ellonen, 2008)

(16-15)

Random cluster sample

Employing multilevel logistic regression

.

Two longitudinal

(Hoeve et al, 2007)

studies

128

474

.

315

(Dembo et al ,2007)

(Cheung & Ngai, 2007)

190

(Sarar et al, 2006)

(15 -14)

Gangs

(David, 2006)

School Experience

(Edinburgh)

(16-13)

(David et al, 2006)

506

(17,8- 13,8)

Poor parental supervision

(Doggett, 2004)

High school

(19 -14)

Interviews

(Demuth & Brown, 2004)

1995

Single-parent families

Function of parental absence

(Kurt & Les, 2004)

Homeless

Poor parental monitoring

Familial abuse

Deviant peers

(Thaxton & Agnew, 2004)

(McCluskey & Tovar, 2003)

Family processes

Longitudinal Survey

1997

(Acosta, 2003)

Interdependent relationship

Social context

Longitudinal

(Juby & Farrington, 2001)

411

survey

75

(46 -8)

(David et al, 2001)

Individual delinquency

246

Poor parenting

Individual violence

(Vitaro et al, 2000)

)

(14- 10)

(Blanc et al, 1998)

(1029)

(12 - 10)

(Maggs & Hurrelmann, 1998)

491

(Brent & Whiteside, 1994)

Social control

1093

Random sample

(Rosenbaum & James, 1990)

1508

588 (Morash, 1986)

Environmental circumstances

(2004) (2004) (2006) :
) (1997) (1999) (2001)
(1991
(Ellonen, 2008 ; Hoeve et al, 2007; Dembo et al ,2007; Cheung & Ngai,
2007; Sarar et al, 2006; David, 2006; David et al, 2006; Doggett, 2004;
Demuth & Brown, 2004; Constance, Kurt & Les, 2004; Thaxton & Agnew,
2004; McCluskey & Tovar, 2003; Acosta, 2003; Juby & Farrington, 2004)

4.2

:

∴

() () () (0.05 ≥ α)

(0.05 ≥ α) -1

(0.05 ≥ α) -2

(0.05 ≥ α) -3

(0.05 ≥ α) -4

:

() () (0.05 ≥ α)

: **1.3**

Social Survey

Sociology

Humane Society

Demographic characteristics

Causality Relationships

population

Representation

Questionnaires

Self-administered

Interview

. (**Sociology Guide**, 2006)

: **2.3**

200 2009

:(1)

(1)

60	(18-12)	1
70	(18-16)	2
40	(18-12)	3
30	(15-12)	4

()
(2009 / 2008)

(18-12)
)

(2)

(2)

%11.6	2100
%12	2150
%14	2500
%11	2000
%15.5	2800
%16.6	3000
%19.3	3500
%100	18050

: 3.3

(200)

Random Cluster Sampling

(-)

%5

(923)

. Latent delinquent

) (700) (223)

(3) . (:)

(3)

:

200

250

250

223

923

4.3

() (4)

(4)

.()

%16.5	33	%6.9	15	
%56.0	112	%59.7	129	
%27.5	55	%33.3	72	
%100	200	%100	216	
%20.1	40	%11.8	25	
%51.8	103	%54.2	115	
%28.1	56	%34.0	72	
%100	199	%100	212	
%96.5	192	%65.3	141	500
%1.5	3	%22.7	49	800-500
%2.0	4	%12.0	26	800
%100	199	%100	216	

: . 1

Education levels of parent

(Baransel et al, 2006) Economic status

(4)

() %33.3
%59.7
(%6.9)

(4)

() (%16.5)
(%27.5) (%56)

: . 2

(4)

(%54.2) %34
%11.8
(%51.8) (4)
(%20.1)

. (%28.1)

. . 3

(4)

%65.3 (500)
. %12.0 (800)

(40)

%20

):

(
) (Irfaifeh, 1990)
(

%5

923

223 ()

:

-1

:

.1

)

.(

:

.2

(18-12)

Containment theory measurement

.3

:

) :

.(:

() -1

:

(7 6 5 4 3 2 1) : -

(14 13 12 10,11 9 8) : -

(19 18 17 16 15) : -

(25 24 23 22 21 20) -

(44 43 33 32 31 30 29 28 27 26) -2

(37 36 35 34)

(42 41 40 39 38) -3

.(74 73 72 71 70 69 68 67 66) -4

) :

(:

(51 50 49 48 47 46 45)) -1

.(65 64 63 62 -2

60 59 58 57 56 55 54 53 52) . -3

(61

	Interviews	-2
Depth information		
Qualitative research method		
Holistic" research method		
:		
Establish rapport		-1
Describe the project		-2
Ethical standards		-3
.		-4
Ending the interview		-5
(Partington, 2001)		

Content Validity : **6.3**

(10)
()

(35)

: **7.3**

(5) Internal consistency Cronbach's alpha

(5)

0.81	
0.79	
0.86	
0.83	
0.89	
0.81	
0.73	
0.88	
0.91	
0.81	-

(5)
(0.89) (0.86 – 0.79)
(0.91) (0.88 -0.81)
(0.81)

: 8.3

:

(Descriptive statistic Measures)

(1)

One Way ANOVA -2

: **9.3**

(200)

(18-12)

(18-12)

223

. 2009/2008

(6)

(2.77)

(3.69)

($\alpha \leq 0.05$)

(7)

(One Way Anova)

(7)

()

()

		89.430	1	89.430
0.000	403.879	0.221	421	93.221
			422	182.650

	(7)	
()	()	($\alpha \leq 0.05$)
(6)		(403.879)
	(3.69)	
	(2.77)	
	:	
	:	
)		($0.05 \geq \alpha$)
		.(
()		
(8)	()	
	(8)	
)		
	(
<hr/>		
0.34	3.41	
0.46	3.09	
<hr/>		

(8)

(3.41)

(One Way Anova)

(3.09)

($\alpha \leq 0.05$)

(9)

(9)

)

(

()

0.000

67.712

11.194

1

11.194

0.165

421

69.601

422

80.796

(9)

($\alpha \leq 0.05$)

()

(

)

(67.712)

(8)

(3.09)

(3.41)

:

$$(0.05 \geq \alpha)$$

.()

()

(10)

()

(10)

)

(

0.72

3.77

0.75

3.08

(10)

(3.77)

(3.08)

(One Way Anova)

($\alpha \leq 0.05$)

(11)

(11)

)

(

()

		50.417	1	50.417
0.000	94.418	0.534	418	223.205
			419	273.622

(11)

($\alpha \leq 0.05$)

()

(

)

(94.418)

(10)

(3.08)

(3.77)

:

($0.05 \geq \alpha$)

.(

)

(

)

(12)

(

)

(12)

)

(

0.55	3.94
0.70	2.72

(12)

(3.94)

(2.72)

(One Way Anova)

($\alpha \leq 0.05$)

(12)

(13)

)

(

		139.778	1	139.778
0.000	350.375	0.399	375	149.601
			376	289.379

(13)

($\alpha \leq 0.05$)

()

(350.375) ()

(12)

(3.94)

(2.72)

:

)

($0.05 \geq \alpha$)

(

()

(14)

()

(14)

)

(

0.87	4.10
0.89	1.86

(14)

(4.10)

(1.86)

(One Way Anova)

($\alpha \leq 0.05$)

(15)

(15)

)

(

()

	522.259	1	522.259	
0.000	675.864	0.773	414	319.909
			415	842.168

(15)

($\alpha \leq 0.05$)

()

()

(675.864)

(14)

(1.86)

(4.10)

.

:

:

)

($0.05 \geq \alpha$)

.(

)

(

(16)

(

)

(16)

)

(

0.62	3.72
0.60	2.77

(16)

(2.77)

(3.72)

($\alpha \leq 0.05$)

(17)

(One Way Anova)

(17)

()

()

		94.363	1	94.363
0.000	250.351	0.377	417	157.176
			418	251.539

(17)

($\alpha \leq 0.05$)

()

(250.351) ()

(16)

(2.77)

(3.72)

:

:

.()

($0.05 \geq \alpha$)

()

(18)

()

(18)

)

(

0.64

4.00

0.77

2.77

(18)

(4.00)

(2.77)

(One Way Anova)

($\alpha \leq 0.05$)

(19)

(19)

)

(

()

		156.801	1	156.801
0.000	315.266	0.497	417	207.400
			418	364.201

(19)

($\alpha \leq 0.05$)

()

(

)

(315.266)

(18)

(2.77)

(4.00)

:

)

($0.05 \geq \alpha$)

.(

()

(20)

(

)

(20)

)

(

1.32	3.62
0.91	2.39

(20)

(3.62)

(2.39)

(One Way Anova)

($\alpha \leq 0.05$)

(21)

(21)

()

		159.721	1	159.721
0.000	122.738	1.301	415	540.047
			416	699.768

	(21)	
()	() (122.788)
.	(20)	(α ≤ 0.05)
	(2.39)	(3.62)
	.	:
)		(0.05 ≥ α)
		(
()		
.	(22)	()
	(22)	
)		
	(
<hr/>		
0.61	3.55	
0.62	3.15	
<hr/>		
	(22)	
(3.55)		(3.15)

(One Way Anova)

($\alpha \leq 0.05$)

(23)

(23)

)

(

()

		16.223	1	16.223
0.000	43.495	0.373	415	154.791
			416	171.014

(23)

($\alpha \leq 0.05$)

()

()

(43.495)

(22)

(3.15)

(3.55)

:

(24)

(24)

1	%57.5	115
2	%18	36
3	%6	12
4	%5.5	11
5	%5	10
6	%4	8
7	%2	4
8	%1.5	3
9	%0.5	1
-	%100.0	200

Robbery (24)
 (%18) (%57.5)
 (%5) (%5.5) Homicide (%6)
 (%2) (%4)
 (%0.5) (%1.5)

.(Siegel, 2003)

Emotional connection

Identity crisis

.(Cote & Charles, 2002)

(Lyndon& Johnson, 1960)

(Reckless &dinitz, 1967)

Thompson & Dodder,

(Office of Head Start, 2007)

.(Brownfield ,2005)

(Dodder& Long,1989)

(1980)

(Evita &Ronald,2002)

:

:

)

($0.05 \geq \alpha$)

.(

($0.05 \geq \alpha$)

(2003) (2006)

(Robert,1991) (1971) (1989)

(Carroll et al, 2007) (Meadow et al, 2006)

(1981)

(Harter, 1999)

%70

%60

Stigma

(Becker, 1963)

$(0.05 \geq \alpha)$

:
 $(0.05 \geq \alpha)$
.(

(Cheung & Cheung, 2008)

(Alexander & Rudi, 2008)

(Ezinga et al, 2008)

(Burt et al, 2008)

(Brent, 2005)

(Nicol & Yet, 2007)

(Alex & Chris & Stephen, 2006)

Gottfredson

(& Hirschi, 1990)

(Gottfredson & Hirschi, 1990;

Wilson, 1980)

(Richard, 2006)

Neutralization theory

Nye,)

.(Sykes & Matza, 1957)

(1958

Direct control

Indirect control

Internal control

:

$(0.05 \geq \alpha)$

.()

$(0.05 \geq \alpha)$

) (2007)

(Janson & Stattin, 2003

(2003

(Reiss, 1951)

Inner - personal Weak

.(Hall, 1999 ; Symonds, 1951)

Davies & Houghton,)

.(1991

Fantasy

Repression)

Infantile defense

.(Vaillant, 1992) (Projection

Unconscious

()

(Akers, 1994; Siegel,

.1992; Sykes & Francis 1992)

. (Bjorklund, 2000)

() ()

.(1998)

.(June et al, 2008)

(Symonds, 1951)

()

Moral standards

Internalized Values

Norms

Conscience

.(Davies& Houghton, 1991)

.(Engler, 2003)

:

)

($0.05 \geq \alpha$)

.(

($0.05 \geq \alpha$)

(Stafford & Rodrigues, 2006)

(Evans et al, 1996)

(Bendab & Corwynr, 1997)

(Stark & Kent & Doyle, 1982)

Brent & Sandra)

(Kirk & David&Kirk, 2006)

(& Kelly, 2006

(36 2000)

(Agnew, 2000)

:

)

.(Pickering, 1984) (

(Batson & Schoenrade & Ventis, (

)

.1993)

Fowler

Social pressure

Unconscious

Social rejection

Aronson & Akert,)

(2007

Social pressure

2.1.5

:

($0.05 \geq \alpha$)

) ()

.(
($0.05 \geq \alpha$)

(Thompson & Dodder, 1980) 1969

(Lawrence ,1985) (Dodder& Long, 1989)

(Thao & Monfared & Gary, 2005) (Brownfield,2005)

Reckless & dinitz, (Lyndon& Johnson, 1960)

(1967)

Outer Containment

.(Gibbons,1979) ()

Outer Pushes

External Pulls

.(Agnew, 2000)

.(Williams et al, 2005; Gottfredson & Gottfredson, 2001)

()

: External Controls
Formal Control
Informal Control

Behaviorist School

1963

1953

Skinner

)

.(Winterdyk, 2000, pp. 200 – 203)

()

.(Gibbon, 1979)

(Elliott & Ageton, 1985)

Parental Control

. (Hagan,1990 ,p45)

:

() (0.05 \geq α)

(0.05 \geq α)

) (1999) (2001) (2006)
(Dembo et al,2007) (2004) (1991) (1997

(Dogget, 2004) (Demuth & Brown, 2004)

(Chaplet & Johnson & Whitbeck, 2004)

(McCluskey &Tovar, 2003) (Thaxton & Agnew, 2004)

(Vitaro et al, 2000) (Blanc et al, 1998)

(Brent & Whiteside, 1994) (David et al, 2001)

Cheung & Cheung, (Juby & Farrington, 2001)

(2008)

Nye

.(Sanderson,1995 , pp 57)

Times Of Crises

Property Rights

Culture

.(Roberts et al, 1999)

.(Williams et al, 2005)

(Prochnow & James, 1997)

.(Debord ,Martin & Mallilo, 1996)

)

(

.(Siegel, 2003)

Identity vs. Role

Confusion

Crisis

Identity

%70

Identity diffusion

Cultural

Social Identity

Identity

.(Cote & Charles, 2002)

%40

() Social cognitive theories

.(Bandura, 1977)

()

(Sutherland, 1978)

(Akers,1985)

Sykes & Matza,

.(1957)

($0.05 \geq \alpha$)

()

($0.05 \geq \alpha$)

(2004)

(David, 2006)

(Ellonen, 2008)

(Thaxton & Agnew, 2004)

(Rosenbaum &James, 1990)

laws

Gottfredson &)

(Gottfredson,2001

.(Lyda & Harke, 2006)

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.(Sanderson,1995)

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Acceptance

.Appreciation Mutual Respect

Psychological adjustment

Self-Esteem

.(Parker & Asher, 1993)

.(Siegler, 2006)

Peer influence

Peer pressure

(Brownfield & Thompson, 1991)

Reference Group

Conduct norms

.(Hagan,1990)

Cheung) (Sarar et al, 2006)

(Maggs & Hurrelmann, 1998) (& Ngai, 2007

(Brent & Whiteside, 1994) (David et al, 2001)

(Acosta, 2003) (Vitaro et al, 2000)

(Morash, 1986)

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Robbery

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Socioeconomic (2008

Lower-class class

Covert Overt property

Drugs Vandalism property

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(Wilson,1980)

Maslow's Hierarchy Of Needs

Biological and Physiological needs)
Belongingness and Love needs Safety need
Self- Esteem needs
(Citation, 2004) Actualization needs

Family Composition

(Mitsuaki, 2005)

Street- Robbery

Utilitarianism

Rational choice

(Elliott & Ageton, 1985)

.(Bruce, 2008)

Routine activity

opportunity theory

theory

Consensus

Contractual

Excitement

.Focal Concerns Theory

Career Criminal

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Subterranean Values

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18

Oral Stage

Weaning process

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18

The Anal Stage

(2) Anal expulsive character

(1)

Anal retentive character

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Passive-aggressive

The Phallic Stage

(Electra complex)

(Oedipus complex)

Homosexuality

Early homosexual

Lack of a religious home

experience

Libido energy

Latency Period

School

Genital Stage

.(Wagner,2005)

Jung

Acomplexes

.(Davies & Houghton , 1991)

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Macro

Micro

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Knowledge of Self-concept

Perception

Decision making

Self-management

Psychological Maturity

model

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Containment theory	
Physical features	
Lacked moral sense	
Absence of remorse	
Pessimism	
Envy	
Suspicion	
Sarcasm	
Optimistic	
Full of admiration for others	
Neglect	
Emotional connection	
Transitional Stage	
Childhood	
Adulthood	
Psychoanalytic theories	
Humanistic theories	
Social cognitive theories	
Biopsychological theories	
Positive explanations	
Macro level	

Social process Theory	
Adolescence stage	
Stage of maturation	
Adolescents adaption	
Identity crisis	
Positive identity	
Negative identity	
Juvenile delinquency	
Consensus View	
Organic Solidarity	
Social Solidarity	
Collective Consciousness	
Contractual	
Disorganization	
Stability	
Integration	
Conformity	
Deviance	
Internal consensus on its norms and values	
Strong cohesion among its members	
Orderly social interaction	
Disruption in social cohesion	
Breakdown in social control	

Mal-alignment among society's elements	
Psychoanalytic theories	
Behaviorist theories	
Social cognitive theories	
Social structure	
Social process theories	
Social control Theories	
Sociological analysis	
Learning process	
Functioning of the social system	
Personal attributes	
Psychological Mechanisms and Processes	
Personal characterize	
Neuroscience	
Memory encoding	
Retrieval	
Attention processes	
Recognition	
Categorization	
Attitudes	
Values	
Self concepts	
Motives	

Emotions	
Predispositions Psychological	
Delinquents Latent	
Seek immediate gratification	
Personal needs	
Instinctive urges	
Internal or Personal Controls	
Resist using social unacceptable methods to reach his goal	
Assessment of the individual control	
Individual accepts the rules and norms	
Rational control of behaviour	
External controls	
Submission to the rules and norms of society	
Ability of social groups or institutions to make norms or rules effective	
Formal control	
Legal system.	
Informal control	
Direct control	
Indirect control	
Close relationship	
Internal control	

Sense of guilt	
Gangs	
Commitment	
Rational social expectations	
Inner Pushes	
Psychological desires or propensities	
Push the individual towards criminality	
Mental conflict	
Social pressures	
Outer Pushes	
Living conditions with Discontent	
Poverty	
Deprivation	
Unemployment	
Lack of opportunities	
Inequality	
Psychological desires or propensities	
Aggression	
Frustration	
Anger	
Strain	
Socioeconomic problems	
External Pulls	
Delinquent peers	

Membership	
Delinquent subcultures	
Illegitimate opportunities	
Media images	
Internal insulators	
alternatives	
Feelings of responsibility	
Positive sense of self	
Commitment to values or laws	
Social Expectations	
Adequate discipline	
Supervision	
Belonging	
Material self	
Ownership	
Our possessions	
Social self	
Spiritual self	
Interaction with the environment	
maturation and learning	
Strives for consistency	
Experiences	
Not consistent	
The self-structure	

Skills	
Abilities	
Physical attributes	
Reassessment	
Perceives	
Various actions	
Enhance or defend	
Self-evaluation	
Self-Perception	
Scholastic competence	
Physical appearance	
Morality Competence	
Athletic competence	
Job Competence	
Romantic relationships	
Close friendships	
Peer acceptance	
Physical ability	
Parent Relationship	
Positive - self concept	
Malnutrition	
Psychological Explanations	
Self-actualization	
Creative Self- Concept	

Positive role models	
Socioeconomic problems	
Membership	
Delinquent peers	
Delinquent subculture	
Illegitimate opportunities	
Media images	
Internal insulators	
Ability to find alternative	
Feelings of responsibility	
Positive sense of self	
Commitment to values or laws	
Outer containment	
External insulators	
Social Expectations	
Adequate discipline	
Supervision	
Sense of belonging and identity	
Material self	
Material existence	
Strong sense of ownership	
Our possessions	
Social self	
Social relations	

Spiritual self	
Interaction with the environment	
Self may change as a result of maturation and learning	
Not consistent	
The self-structure	
Threats	
Skills	
Abilities	
Physical attributes	
Reassessment	
Reacts to himself	
Self-evaluation	
Self-Perception	
Scholastic competence	
Physical appearance	
Athletic competence	
Morality Competence	
Romantic relationships	
Close friendships	
Peer acceptance	
Physical ability	
Peer relationship	
Parent Relationship	

Positive - self concept	
Negative self-Concept	
Creative Self- Concept	
Compliment on life's accomplishments	
Standards of their social milieu	
Self-determined	
Positive role models	
Socially supportive and warm environment	
Appropriate levels of exploration	
Imitation of socially acceptable behaviors	
Social interactions	
Preparatory Stage	
Using symbols to communicate with others	
Basis of human communication	
Social role playing	
Game Stage	
View points	
Expectations of society as a whole	
Face to face interactions	
Gang Violence	
Creating the social image	
Posture	
Desired impression	

Erupts	
Intra-individual comparisons	
Achievements in other subjects	
External frame of reference	
Competitive system	
Impression formation	
Labeling behaviors	
Dysfunctional outcomes	
Identity achievement	
Exploration	
Imitation	
Tends to resist change	
Lowers evaluation	
Raises evaluations	
Continuous process	
Healthy personality	
Physical comfort	
Safety for emotional satisfaction	
Actual Self-concept	
Real perception	
Social status	
Ideal self – Concept	
Private Self – Concept	
Inner experience	

Thoughts	
Feelings	
Depression	
Lower self-esteem	
Greater guilt	
Shame	
Social anxiety	
Putting down oneself	
Rejecting compliments	
Excessive	
Appearing conceited	
Praise the adolescent's accomplishments	
Efforts	
Improvement in skills	
Refrain from negative comments	
Inner - personal strength	
Infantile defense	
Motivations	
Individual Differences	
Control function	
Immediate external situations	
Direct training	
Direct modeling	
Abuse	

Morals skill development	
Moral Training without warmth & affection	
Reality- Principle	
Executor of the personality	
Judgment	
Anticipation	
Spontaneous striving	
Center of personality	
External Realities	
Internal Demands	
Internalized- Values	
Moral standards	
Conscience	
Unconscious	
Capacity for Self – evaluation	
Criticism	
unpleasant emotional state	
Reality- Anxiety	
Neurotic- Anxiety	
Moral Anxiety	
Violating values and moral codes	
Fantasy	
Projection	

Hypochondriasis	
Passive -Aggression	
Idealization	
Basic functions essential	
Shaping the external environment	
Sociocultural values and mores	
Socioeconomic Conditions	
Social institutions	
Self-efficacy	
Self-soothing	
Interpersonal competence	
Cohesive identity	
Life satisfaction	
Realistic and consistent life goals	
Stressful conditions	
Impulse gratification	
Balance between harshness and Flexibility	
Control and planning	
Acceptance	
Adjusting Expectancies	
Stepping into Our Power Zone	
personal powers	
Personal flexibility	

Optimistic	
Framing	
Reframing	
Insights	
High self-control	
Low self-control	
Internal- Control	
External- control	
Self - regulation	
Will power	
Poor - Impulse control	
Weak - Ego boundaries	
Antisocial Personality Disorder	
Behavioral perspective	
Response	
Subsequent behavior	
Psychological Maturity	
Immediate Gratification	
Socially Productive	
Weak self- control	
Marital instability	
Insensitive	
Impulsive	
Cautious	

Risk	
Shortsightedness	
Lack patience	
Persistence	
Diligence	
Revenge	
Exciting and risky adventures	
Long-Term commitment	
Employment	
Low frustration tolerance	
Tolerance	
physical - Activities	
Deception	
High-level Mental construction	
Greater self-control	
Self-control failure	
Stable component sonality	
Incompetent parenting	
Parental warmth	
Nurturance	
Parental criminality	
Manipulation of environmental variables	
Stimulus Control	

Reinforcement	
Punishment	
Social learning perspective	
Self-management model	
Operant and cognitive learning	
Self –monitoring Stage	
Behavior modification	
Self-awareness	
Appropriate control	
Intervention strategies	
Internal states	
High self-monitors	
Low Self-monitors	
Self – evaluation	
Capabilities	
Self- reinforcement	
Higher-order control processes	
Impulse-control skills to children	
Self-guiding	
Person aggressive	
Dangerous behavior	
Deep breathing	
Muscle relaxation	

Prepare for provocation	
Confront the provocation	
Arousal	
Distress	
Redressive	
Reformative	
Experiential self-Control	
Social phenomena	
Academic revival	
Disciplinary	
Cohesive	
Vitalizing	
Euphoric	
Mature religion	
Immature religion	
Open-minded	
Inconsistencies	
Superiority	
Inferiority	
Embodies our goals	
Attribution theory	
Providing social support	
Primal -" faith	
Hurt	

Intuitive-Projective" faith	
Mythic-Literal" faith	
Synthetic-Conventional" faith	
Unconscious	
Social- Pressure	
Social rejection	
Peer pressure	
Individuative-Reflective" Faith	
Conjunctive" faith	
Mid-life crisis	
Paradox	
Symbols of inherited	
Foundation of human	
Delay gratification	
Respect the rights of others	
Buffers preventing delinquent behavior	
Times of crises	
Protect - children	
Provide material	
Property rights	
Obligations	
Cohesion	
Adaptability	
Globalization	

Global culture	
Rapid means	
Rapid spread	
Media	
Effects Positive	
Disintegrative effects	
Sociocultural institutions	
Undesirable	
Material culture	
Higher value	
Spiritual culture	
Traditional values	
Traditionalism	
Modernity	
Freedom	
Self-Autonomy	
Self-Worth	
Human labour	
Immoral activities	
Traumas	
Independence	
Wife-battering and divorce	
Vandalism	
Family disintegration	

Reproduction	
Meeting Economic Needs	
Regulation of sexual Behavior	
Intergenerational and kin Support	
Social- placment	
Socialization	
Primary Socialization	
Secondary socialization	
Developmental Socialization	
Anticipatory socialization	
Resocialization	
Family dysfunction	
Intervention	
Early Intervention	
Preventive education	
Tutoring	
Surveillance	
Attachments	
Exploration	
Disciplinary - Action	
Society Miniature	
Reinforce social solidarity	
Fulfill roles	

Pledging allegiance	
Association	
Reference group	
Social characteristics	
Mutual respect	
Appreciation	
Psychological adjustment	
Reciprocity	
Cooperation	
Intimacy maturing	
Social competence	
Peer tutoring	
Loneliness	
Peer influence	
Situation to situation	
Teenagers	
Strong seductive	
Acceptable behavior to unacceptable	
Negative peer pressure	
uncomfortable	
Consequences	
Harmful	
Particular	

Essential skill	
Differential Association	
Conduct norms	
Preferences	
Life -style	
Decisions	
Parental guidance	
Source of affection	
Sympathy	
Experimentation	
Nuclear family	
Beliefs system	
Family Extended	
Basic anxiety	
Neurotic needs	
Humiliation	
Inequality	
Discrimination	
Parental indifference	
Compliance	
Detachment	
Interpersonal interactions	
Hate Danamism	
Inferiority -Complex	

Superiority- Complex	
Compensation	
Creation of a fictional goal	
Final cause	
Pampering	
Irony	
Psychological types	
Ruling type	
Dominant over others	
Leaning type	
Sensitive people	
Neurotic symptoms	
General anxiety	
Avoiding type	
Psychotic	
Socially useful	
Social Interest	
Healthy person	
Collective - Unconscious	
Extroversion	
Introversion	
Internal world	
External world	
Sensing	

Irrational functions	
Perception	
Judging of information	
Logically	
Emotional - Response	
Conflict between Conscious and Unconscious	
Authoritarianism	
Terrorism	
Self-Destructiveness	
Suicide	
Automaton-Conformity	
Asocial chameleon	
Receptive orientation	
Exploitative orientation	
Hoarding orientation	
Marketing orientation	
Opportunistic	
Tactless	
Purposeful	
Emotional connection	
Identity achievement	
Identity foreclosure	
Identity moratorium	

Identity diffusion	
Behavior is governed by its consequences	
Verbal praise	
Positive- Reinforcement	
Negative- Reinforcement	
punishment - Positive	
Deterministic	
Free will	
Classical- Conditioning	
Automatic behavior	
Stimulus Environment	
Unconditional stimulus	
Neutral stimulus	
Law of close contact	
Law of imitation of superiors by inferiors	
Law of insertion.	
Environmental motivations	
Desiring positive results	
Modeling	
Response Stimulation	
Various socialization	
Psychoticism	
Extraversion	

Neuroticism	
Fairly impulsive	
Sublimation	
Redirecting	
Introversion	
Serious	
Unselfish	
Peaceful	
Preconventional level	
Obedience and punishment orientation	
Conventional level	
Approval or disapproval	
Social conventional	
Transcend individual needs	
Uphold laws and rules	
Postconventional level	
Preoperationa	
Concrete operational	
Seriation	
.Classification	
Formal operational	
Devising plans to solve problems	
Guesses	

Moral development	
More abstractly	
Obey societal norms	
particular ways	
Scapegoat	
Hostile Aggression	
Insults	
Aggression Instrumental	
Offender	
Intimidation, physical or verbal	
Person's submission	
Similar stimuli	
Denial of responsibility	
Denial of injury	
Denial of victim	
Appeal to higher loyalties	
Condemnation of the condemners	
Emotional bonds	
Conventional morality	
Narrow self-interest	
Euphoric	
currency rigging	
Socioeconomic class	
Overt property	

Covert property	
Swindling	
Utilitarianism	
Street- Robbery	
Rational choice	
Purpose of the interview	
Ethical standard	
Contradictions and consistencies	
Hermeneutic method	
Holistic" research method	
Depth information	
Unquantifiable	
Statistical analysis	
Random Cluster Sampling	
Family Composition	
Self-Actualization needs	
Belongingness and Love needs	
Questionnaires	
Representation of their population	
Self-administered	
Causality Relationships	
Social Survey	
Homosexuality	
The Phallic Stage	

The Anal Stage	
Sarcasm	
Weaning process	
Social context	
Environmental circumstances	
Individual predispositions	
Random sample	
Intact families	
Longitudinal Survey	
Function of parental absence	
Single-parent families	
Multidimensional self-concept	
Inconsistent disciplinary practices	
Previous learning experiences	
Social integration theory	
Self- expressions	
Autonomy	
Admiration from others	
Fear of a bad reputation	
Status	
Establish rapport	
Issues	
Explain and elaborate	
Genital Stage	

Defective upbringing	
Indifferent	
Immediate pleasure	
Control-deficit	